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TENTH ANNUAL REPORT OF THE SECRETARY OF THE BOARD
OF EDUCATION.

[Continued from page 192.]

126. As conducive to uniformity in books, by making the kinds which the committee have prescribed easily obtainable by all, the law authorizes the committee of each town to procure, at the expense of the town, or otherwise, a sufficient supply of class or text books for all the schools in the town. Rev. St. ch. 23, § 19. 13 Pick. 229, *Hartwell v. Littleton*.

127. If the committee adopt this course, they are required to give notice of the place where the books are deposited ; and they are bound to furnish said books to all the scholars belonging to the schools, at such prices as will merely reimburse to the town the expense of the same. Ib. This "expense" must mean the original cost of the books, all legal charges for transportation, and commission for sales. If the committee are judicious in their purchases, this mode of furnishing school books is much the most economical.

128. The requisition of the statute, in regard to giving notice of the place or places where the books which the committee have procured for the schools may be obtained, is substantially complied with by furnishing the books to the school teachers, with notice to the schools that they may be procured from the teachers. 13 Pick. 229, *Hartwell v. Littleton*. The committee, however, should make the notice as extensive as possible.

129. If any of the books so purchased by the committee remain on hand, at the expiration of their official year, a question has arisen whether they should not be personally liable therefor ; and it is said, that if the committee have unlimited power in this respect, they may purchase a favorite kind of books in such quantity as to control their successors, by limiting their free choice in the selection of books ; or, as a necessary consequence, subject the town to great loss, by leaving in their possession a large amount of unsalable works.

On this point, it may be observed, that where the committee

purchase books at the expense of the town, it will be impossible for them to determine with exactness how many will be called for. If, then, they have acted in good faith in making the purchase, it would be an unreasonable hardship to compel them to take any excess of books which might remain on hand at the end of the year. If, on the other hand, a committee should ever abuse their discretion by purchasing an inordinate quantity of books, either for the sake of enforcing, under the penalty of a pecuniary loss, the continuance of a favorite book in the schools, or for any other sinister and reprehensible end, the town could refuse payment of the bills, and would doubtless be sustained by the courts in its refusal. A suspicion of such a case has never arisen in Massachusetts, within my knowledge, but once.

RELIGIOUS LIBERTY.

130. The school committee shall never direct to be purchased or used, in any of the town schools, any school books which are calculated to favor the tenets of any particular sect of Christians. *Rev. St. ch. 23, § 23.**

It is the right, as well as the duty, of all men in society, publicly, and at stated seasons, to worship the SUPREME BEING, the great Creator and Preserver of the universe. And no subject shall be hurt, molested, or restrained, in his person, liberty, or estate, for worshipping GOD in the manner and season most agreeable to the dictates of his own conscience; or for his religious professions or sentiments, provided he doth not disturb the public peace, or obstruct others in their religious worship. *Declaration of Rights, Art. 2.*

All religious sects and denominations, demeaning themselves peaceably and as good citizens of the Commonwealth, shall be equally under the protection of the law; and no subordination of any one sect or denomination to another shall ever be established by law. *Amendments to the Constitution of Massachusetts, Art. 11.*

Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof. *Constitution of United States, Amendments, Art. 1.*

For other duties of the school committees, and for a definition of the times when their offices begin and when they terminate, see *post, Inquiries and Returns, and Committees' Reports*; also, 145.

TEACHERS.

131. Before leaving those provisions which the law has made for the *internal* management and regulation of the schools, it is necessary to say a few words respecting the authority of teachers.

* See Abstract of School Returns for 1843-4, Templeton, for a case where a teacher was dismissed, for persisting in his efforts to give sectarian instruction.

Until a Public School teacher has received a certificate of qualification from the committee of the town where he keeps, it is at least questionable whether he has any authority at all as a teacher, and whether he would have any right to enforce his commands, however openly or contumaciously resisted. But, having a legal certificate in his possession, he has an indisputable right to repress disobedience to his orders, and to enforce compliance with all lawful commands. For this purpose, he may, in the last resort, appeal to physical force, and inflict any bodily chastisement, not unsuitable to the age, sex, or condition of the offender. The circumstances which justify an appeal to this ultimate remedy must, in the first instance, be decided upon by the teacher himself; but this decision is always liable to be appealed from, and the soundness of the discretion used to be readjudicated, by a court and jury of the country. It is true, there is no statutory provision in our law empowering teachers to inflict blows; but the reason of this omission was, not because it was intended not to confer the power, but because the power was so universally known and recognized, as to supersede the necessity of conferring it. There is not a law book in the English language, which treats of the relative rights and duties of parents and children, of master and apprentice, or master and servant, or teacher and pupil, which does not recognize in the former, in certain supposable cases, a right to inflict personal chastisement upon the latter; and there is not a court of record either in England or America in which this right has ever been denied or questioned, while it has been affirmed in innumerable instances. In all the legal adjudications that have ever been made, no question has ever been raised as to the abstract right. The only questions have been, either as to the sufficiency of the circumstances, alleged and proved, to justify its use; or whether the punishment, considering the nature and circumstances of the offence, has not been excessive.

132. But pupils have rights as well as teachers. They have as valid a right to immunity from punishment, when they have committed no offence; they have as valid a right to exemption from severity or frequency of punishment, when their offences have been slight, or far between, as the teacher has to inflict punishment at all.

133. Teachers have a right to expel, *temporarily*, from school; committees have a right to expel, permanently, from school, — that is, during their continuance in office. If teachers have occasion to suspend or expel a scholar from school, the sentence should not cover a longer period of time than would be sufficient for convening the committee, in order to lay the case before them. (See Report made by the Committee on Education to the House of Representatives, Feb. 8, 1841; cited at length in the Common School Journal, Vol. III, p. 65.)

134. The question is not without some practical difficulty, how far the school committee and teachers may exercise authority over school children, before the hour when the school begins, or after the hour when it closes, or outside of the school-house door or yard. On the one hand, there is certainly some limit to the jurisdiction of the committee and teachers, out of school hours and out of the schoolhouse; and, on the other hand, it is equally plain, if their jurisdiction does not commence until the minute for opening the school has arrived, nor until the pupil has passed within the door of the schoolroom, that all the authority left to them, in regard to some of the most sacred objects for which our schools were instituted, would be but of little avail. To what purpose would the teacher prohibit profane or obscene language among his scholars, within the schoolroom and during school hours, if they could indulge it with impunity, and to any extent of wantonness, as soon as the hour for dismissing the school should arrive? To what purpose would he forbid quarrelling and fighting among the scholars, at recess, if they could engage in single combat, or marshal themselves into hostile parties for a general encounter, within the precincts of the schoolhouse, and within the next five minutes after the school should be closed? And to what purpose would he repress insolence to himself, if a scholar, as soon as he had passed the threshold, might shake his fist in the teacher's face, and challenge him to personal combat? These considerations would seem to show that there must be a portion of time, both before the school commences and after it has closed, and also a portion of space between the door of the schoolhouse and that of the paternal mansion, where the jurisdiction of the parent, on one side, and of the committee and teachers, on the other, is concurrent. Many of the school committees in the Commonwealth have acted in accordance with these views, and have framed regulations for the government of the scholars, both before and after school hours, and while going to and returning from the school. The same principle of necessity by virtue of which this jurisdiction, out of school hours and beyond school premises, is claimed, defines its extent and affixes its limit. It is claimed, because the great objects of discipline and of moral culture would be frustrated without it. When not essential, therefore, to the attainment of these objects, it should be forborne.

BOARD OF EDUCATION.

135. I now come to the consideration of an entirely distinct class of agencies and of duties, whose object it is to obtain information respecting the true principles of Popular Education, and the most eligible means of promoting it; and to diffuse that information among the people.

If any thing has been done within the last ten years to carry

forward the cause of education in Massachusetts, it has been done by arguments and appeals, founded upon an unimpeachable basis of facts. The people of this Commonwealth are a highly reflecting people, — not so susceptible and volatile as to be suddenly carried away by any new theory, however brilliant or plausible, nor so bigotedly conservative, as to set their faces against improvement, because it is innovation. They well know that improvement is necessarily innovation. Our present form of government was a bold innovation upon that which preceded it; and one of the greatest innovations in the whole history of mankind was the establishment of Free Schools themselves. One needs not hesitate to say that, if any new measure, depending upon the popular will, were to be attempted in Massachusetts, it would be necessary to convince a much larger portion of the people of its justice and its utility, than in any other State in the Union, or country in the world. In a despotism, it is only necessary to convince the sovereign of the expediency of a new measure, and his resistless fiat insures its execution. Many self-styled republics have been but little better than oligarchies, where, under a nominal government of the whole, a few politicians have ruled the state. But experience has proved that no organic change can be effected in the institutions of Massachusetts, but by carrying a conviction of the justness and the expediency of the proposed modification home to the minds, — by satisfying both the intellect and conscience, — of a great majority of the people.

Hence the numerous and important additions which, within the last ten years, have been engrafted upon the school system of Massachusetts, have been questioned at every step, and encountered by every conceivable objection. The advocates of each measure have been called upon, not merely to demonstrate its practical utility, but to answer imaginary forebodings respecting evils possibly consequent upon it. The demonstration was easy, while the arguments drawn from the imagination have been confuted by time. So careful have the Board of Education, and their coadjutors, both in and out of the Legislature, been, not to venture upon any ill-considered or ill-digested schemes, that, in not a single instance, has it been necessary for them to retrace their steps.

136. The Board of Education was established by an Act of the Legislature, approved April 20, 1837, and it was organized on the 29th of June of the same year.*

* Immediately after its organization, the Board issued an "Address to the People of Massachusetts," which was afterwards appended to their First Annual Report. (See also Common School Journal, Vol. I. p. 268.) In its internal organization, the Board has a standing committee of Visitors, (so called,) for each of the State Normal Schools, an executive committee, a committee on accounts, and such other committees as, from time to time, may be found necessary. The Secretary of the Board is chosen annually. He has a right to take part in the deliberations of the Board, but has no right of voting. The Board also chooses a Treasurer, who holds his office for one year.

The Board consists of ten persons. The Governor and Lieutenant-Governor for the time being are, *ex officiis*, members of the Board. The remaining eight persons are nominated to the Council by the Governor, and, if the nomination be approved, they are appointed. The members appointed by the Governor and Council hold their office for the period of eight years; but for the purpose of securing a rotation of office, it was provided, in the original constitution of the Board, that the person first named in the commission should go out of office at the end of one year, the second at the end of two years, and so on, till the whole Board should be changed. This provision of the law having been executed, each new member is now appointed for the term of eight years; or, in case of the resignation of a member, to complete an unexpired term of eight years. In practice, the construction of the law has uniformly been, that no member is reappointable as his own immediate successor. St. 1837, ch. 241, § 1.

137. In the act establishing the Board, the following duties were enjoined upon them: —

1st. They were required to prepare and lay before the Legislature, in a printed form, on or before the second Wednesday in January, annually, an Abstract of the School Returns, received by the Secretary of the Commonwealth. *Ib.* § 2.

138. 2d. They were to appoint a Secretary, at a salary not exceeding one thousand dollars a year, whose duty it should be, under the direction of the Board, "to collect information of the actual condition and efficiency of the Common Schools, and other means of Popular Education, and to diffuse, as widely as possible, throughout every part of the Commonwealth, information of the most approved and successful methods of arranging the studies and conducting the education of the young, to the end that all children in this Commonwealth, who depend upon Common Schools for instruction, may have the best education which those schools can be made to impart." *Ib.*

139. 3d. The Board was required, annually, to make a detailed Report to the Legislature of all its doings, with such observations as their experience and reflection might suggest upon the condition and efficiency of our system of Popular Education, and upon the most practicable means for improving and extending it. *Ib.* § 3.

Subsequently, in 1838, the duties of the Secretary having been very much enlarged, his salary was fixed at \$1500 a year. St. 1838, ch. 159, § 2. No other allowance is made for his services. No allowance or provision is, or ever has been, made for his office-rent, clerk-hire, stationery, or postage; and although, for the last ten years, he has been absent from home, on an average, not less than four months in the year, in endeavoring to promote the objects for which his office was constituted, no reimbursement has ever been made to him, (with two

trivial exceptions hereafter mentioned, see 140 and 189,) for any part of the travelling or other expenses, incident to such absence.

140. The expenses actually incurred in the discharge of their official duties, by those members of the Board who are appointed by the Governor and Council, after being audited and allowed by the Governor and Council, are reimbursed to them. St. 1838, ch. 55. These expenses consist in the cost of attending the annual or other meetings of the Board, in making visitations to the State Normal Schools, in postage, stationery, &c. Their average amount is not far from two hundred dollars a year, for the whole Board. When the Board have imposed any part of their own duties upon the Secretary, — such as visiting the Normal Schools, correspondence, effecting insurance upon buildings owned or rented by the Board for the use of the Normal Schools, and so forth, these expenses have been refunded to him. The services of the Board are gratuitously rendered.

SCHOOL REGISTERS.

141. The Board of Education are required to prescribe a blank form for a School Register, to be used in all the Public Schools in the State. These blanks are to be in the form of books, and printed, and to be sufficiently large to last for a period of five or more years. St. 1845, ch. 157. They are to be forwarded from the office of the Secretary of State, through the hands of the sheriffs of the several counties, to the town clerks, by whom they are to be delivered to the school committees, and by them to the teachers.* St. 1846, ch. 100.

142. Each school is to be furnished with a Register book. The committees of the towns having received the Register books, are thenceforth responsible for them; and it is their duty to cause the Registers, in the form prescribed by the Board, to be faithfully kept in all the schools. St. 1838, ch. 105, § 6.

143. No teacher is entitled to receive any payment for his or her services, until the Register for his or her school, properly filled up and completed, shall be deposited with the school committee, or with such person as they may designate to receive it. St. 1845, ch. 157.

144. The following exhibits a condensed plan of the Register prescribed by the Board, and now in use in the schools of the State.

* The reason why the Registers, and other documents to be hereafter mentioned, are to be forwarded from, and received at, the office of the Secretary of State, is, that the Board of Education, as such, has no office, where documents to be received can be deposited or documents to be transmitted can be prepared. It has no place of safe-keeping, where those School Returns and Reports, upon which the rights of the respective towns to their distributive share of the income of the school fund depend, can be lodged, or where these valuable papers themselves can be safely kept for subsequent use or reference.

1. REGISTER of Kept by Commencing Ending	2. NAMES of School Committee for the Year 18 NAME of Prudential Committee for the Year 18
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4.	5. SCHOLARS.					6. RECORD OF DAILY ATTENDANCE FOR THE TERM.													
Names of Parents or Guardians.	Date of entering the School.	Date of leaving the School.	Scholars' Number.	Names of Scholars.	Age.		Mon. Tues.	Wed. Thurs.	Frid. Sat.	Mon. Tues.	Wed. Thurs.	Frid. Sat.	Mon. Tues.						
					Yrs.	M's.													

15. Length of School in months and days, four weeks making a month,	17. Average attendance of Scholars,
16. Whole Number of different Scholars attending the School,	18. Wages of Teacher per month, \$

Prefixed to the blank sheets of the Register are the following

DIRECTIONS AND EXPLANATIONS:

(1) In the first blank are to be entered the name or designation of the school, — as "District No. 1," "Central District," or whatever it may be, — the name of the Teacher, and the date of the school's commencing and closing.

(2) This blank is for the names of the Superintending and Prudential Committees.

(3) If school committees give the teacher a list of the books to be used in the school, he should immediately fill the blank, No. 3, by transcribing the list. The committee, if they prefer, may fill this blank, before delivering the Register-book to the teacher.

(4) No. 4 requires no explanation.

(5) The columns for the date of any scholar's entering or leaving the school may be left blank, unless when a scholar shall enter or leave *during the term*. If a scholar enters after the commencement of the term, let the date of the event be entered against his name, and let a horizontal black line be drawn from his "Age" to the column denoting the day when his attendance begins. That is, if a scholar comes in, for the first time, on the first day of the second week of the school, let a horizontal black line be drawn, against his name, through the first six days of the school's keeping. So, when a scholar leaves, let a horizontal black line be drawn, against his name, *after the day on which he left*. In all other cases, it will be understood that the attendance commenced with the school, and that the scholar did not leave until its close.

In the column "Scholars' Number," enter a number from 1, onward, against all the scholars' names. Where the school consists of *thirty* different scholars, they are to be numbered from 1 to 30; if of sixty, then from 1 to 60, and so on. The object of this will be seen hereafter.

3. LIST of Books prescribed by the School Committee.

[illegible]

19. Value of Teacher's Board per month, \$

Signed,

Teacher.

The *Names* of the scholars may be entered in such order as the Teacher may prefer; but it is suggested that an entry of the names, according to the order of the seats occupied, will prove most convenient; because, when the Teacher is filling the Register, the arrangement of the scholars in their seats will then correspond with the order of their names in the Register, and will thus facilitate a reference from one to the other. As other circumstances, however, may militate against this suggestion, the intelligent teacher is left to adopt his own course. Some teachers prefer the *alphabetical* order.

(6) (6) In providing a blank for the daily attendance of each scholar, it is obviously necessary to make provision for the longest term during which any of our schools are kept. As many of the schools, with the exception of vacations, are kept through the year, and others four or five months, both summer and winter, it is necessary that each sheet of the Register should be sufficient for any half year. The blank No. 6 will suffice for twenty-three weeks, and will doubtless be sufficient to meet the wants of any school for a half year."

The blank supposes the school to begin on Monday; if it does not, but begins on Wednesday, for instance, let a horizontal line, or dash, be drawn, connecting the scholar's name with the column for the day when the school begins.

In the blank, the *Weeks* are separated from each other by a heavy line; and by drawing a *Brace* over the days belonging to any particular month, the *name*, (and, if desired, the *day* also,) of the month may be entered in writing, above them. It will then be seen, at a glance, during what months the school has been kept.

As it is hoped that the number of scholars in attendance will very much overbalance the number of absentees, it is the plan of the Register to denote

* This Table of Daily Attendance, as contained in the Register, is so extended as to be sufficient for a period of six months.

tardinesses and absences by appropriate marks, but to make no entry for signifying attendance. By adopting this mode, the labor of the Teacher will be greatly lightened, and a mere inspection will show the number of marks for tardiness or absence standing against any scholar's name, and sully and disfiguring his portion of the Register.

Half a *caret*, thus, /, will denote tardiness, and may be entered as soon after the school begins, as it is found that a scholar is not in his seat. If he afterwards comes in, the mark will stand, as evidence of his being late at school. If he does not come in during the half day, turn the half *caret* into a whole one, thus, \wedge , and it will denote a half day's absence. If the absence or tardiness be in the morning, let the sign of it be made in the upper half of the space; if it be in the afternoon, let it be entered in the lower half. There is sufficient room, in each space, for an entry, both morning and afternoon, if it be done neatly. As no entry, according to the plan of the Register, is to be made for indicating the presence of a scholar, the corresponding spaces against his name will be left vacant, unless Teachers may choose to adopt some system of notation for signifying the moral conduct of the scholar, or the character of his recitations, or both. If they choose to do this, the otherwise unoccupied space will afford them an opportunity for making the entry. As only a part of our Teachers are accustomed to keep such a record, and as the modes of keeping it are various, no form is here given, but each Teacher is left to do as he pleases.

In the spaces where the days, *Monday, Tuesday, &c.*, are printed, there is sufficient room for entering the state of the weather, as Fair, Cold, Snowy, &c. Such entries may serve to explain the causes for the tardiness or absence of some scholars, and they will also show that other scholars did not yield to them. If a thermometer belongs to the school, the Teacher may enter here, if he pleases, the number of the degree at which the mercury stands at 12 o'clock, noon, of each day.

(7) The first, or left-hand column, on the right-hand page, is for entering again the *Number* of the scholar, (or his initials, as the Teacher may prefer,) so as to aid the inspector's eye in running across the sheet.

(8) At the close of the school, the aggregate number of the tardinesses and of the *days* of each scholar's absence and attendance, together with the number of days he may have belonged to the school, will be entered here. The number of absences and attendances must be reduced to days before being entered in their respective columns.

(9) (10) The marks / and \wedge , in either of these columns, will denote, (as before,) the tardiness or absence of the scholar, on the days, or half days, of the committee's visitation. If no entry be made, the scholar's presence will be inferred.

(11) Under this head, each of the studies required by the statute of the Commonwealth to be taught in every Common School has a separate column. The sign for *minus*, thus, —, entered in any column, will signify that the scholar is *not* pursuing the study named at its head. If no entry be made, it will indicate that the branches, named over the blank space, are pursued.

(12) Under this head, any other study pursued in the school may be entered. The teacher will enter, in writing, the name of the study, and then the letter S placed under it, and against any scholar's name, will indicate that he is studying it.

(13) This requires no explanation.

(14) Under this head, the Teacher may enter any such remarks respecting the scholar, — his deficiency in class books, his conduct, &c. &c., — as he may deem proper.

(15) This requires no explanation.

(16) The whole number of different scholars who may have belonged to the school during the term, will be ascertained by looking at the bottom of the third column, under No. (5) "Scholars' Number."

(17) The average attendance of *any one scholar* may be found by comparing the whole amount of his attendance, (reduced to days,) with the whole number of the days, *during which he may have belonged to the school*.

The average attendance of *the whole school*, for the whole term, will be found in the following manner: —

Add up the two columns, "No. of days' attendance," and "No. of days belonging to the school." Reduce them by a common divisor to their lowest terms, (though the result will be the same if they are not so reduced,) and, as the latter, ("No. of days belonging to the school,") is to the former, ("No. of days'

attendance," so is the average number of scholars who have belonged to the school, to the average attendance.*

For example, suppose the footing of the column, "No. of days belonging to the school," to be 5600; suppose, also, the footing of the column, "No. of days' attendance," to be 5040, (there having been 560 absences,) and suppose the average number of scholars who have belonged to the school to be 70; then $\frac{5600}{70} = 80$, and as $10 : 9 :: 70 : 63$. Sixty-three, therefore, is the average attendance. The result would be the same without the reduction; thus, as $5600 : 5040 :: 70 : 63$.

The Teacher, of course, will take into consideration the number of half days which constitute a school week, according to the custom of the place where he teaches. If both Wednesday and Saturday afternoons are half holidays, then ten half days, whether of absence or attendance, will make a week.

The above problem is so easy, that any Teacher who cannot work it out correctly should be cautious about becoming a candidate for school keeping.

The Register-books are of different sizes. Where the number of scholars in a school does not exceed thirty-three, two pages will be sufficient for a term. If the number of scholars be more than thirty-three, but not exceeding sixty-six, four pages will suffice for a term. And so of still larger schools.

Where more than one leaf is occupied, there will be some supernumerary headings; but this it was impossible to avoid.

It will be observed by school committees, that Register-books of different sizes are sent to them. The different sizes of the books are intended to correspond with the different numbers of scholars belonging to their respective schools, as ascertained by an examination of the School Returns for the last and previous years. Where it has appeared by these Returns, that the number of scholars belonging to a school has been equal to *twenty-five*, a book sufficient for *thirty-three* has been prepared, in order to provide for an increase of the school. The same proportion has been observed in regard to larger schools. The school committees, of course, will distribute the Registers according to the number of scholars respectively belonging to their districts, or schools.

The books are designed to last for FIVE YEARS. Should another sheet, or another book, be wanted before the expiration of that time, application must be made to the *Secretary of the Commonwealth*, stating the whole number of the scholars belonging to the school, and whether or not that number will probably increase, before the expiration of the five years above mentioned.

145. Although the school committees, throughout the State, (with a very few special exceptions in the cities,) are chosen at an annual town meeting held in the month of February, March, or April, yet, for the single purpose of completing their official business for the year, they retain their offices, notwithstanding successors have been chosen. St. 1846, ch. 223, § 1.

146. It is the duty of the school committee of each year to visit the winter schools at their close, and, after they have closed, to make a return of all such particulars in their condition as are indicated by the blank Form of Inquiry, prepared by the Board. But the winter schools may not close until after the annual meeting at which the school committee are chosen. Were the newly elected committee to succeed to all the duties pertaining to the office, as soon as they have been elected, they would be required, in many instances, to report upon schools which they had never visited, and of whose condition they would be ignorant. Hence the law provides that the commit-

* The average number of scholars who have belonged to the school is found by dividing the *amount* or *aggregate* of the "No. of days belonging to the school," by the whole number of days the school has been kept. The quotient will be the *average* number belonging to the school.

tee of the preceding year shall complete the work they had begun. So far as the examination of new teachers, and the visitation of schools belonging to the new year, are concerned, the newly elected committee are to enter upon the discharge of their duties immediately after their election. Ib. There may be a time, therefore, when two school committees are rightfully in office, in the same town. But though two committees may exist, they exist only in relation to different duties. They have coördinate but not concurrent jurisdiction.

INQUIRIES AND RETURNS.

147. During the month of January, — and, of course, some months before the expiration of the committees' official year, — a blank Form of Inquiry is to be prepared, under the direction of the Board of Education. A sufficient number of copies of these blanks, to allow one for each city and town, is to be deposited, by the Board, with the Secretary of the Commonwealth, who is forthwith to transmit one copy to the school committee of each city and town in the State. St. 1846, ch. 223, § 3.

A portion of this blank is of a permanent character, — being the same, or substantially the same, from year to year; a portion of it is variable, being adapted to obtain information, on a certain class of facts, one year, and on another class, another year. The permanent part comprises all the great statistical facts, — such as the amount of money appropriated, the length of the schools, the attendance and average attendance of the scholars, &c., — which constitute the basis, and denote the prosperity of the system. The Inquiries propounded by the other part, are of such a nature that they need not be repeated from year to year. The Board has discretionary power to insert, in the blanks, whatever questions they deem expedient.*

* Among other questions propounded, within the last ten years, to school committees, professional men, and others, in order to obtain information bearing upon the question of Popular Education, are the following: —

Is inconvenience or discomfort suffered from the construction or location of schoolhouses in your town, and, if so, in what manner? Are the requisitions of law complied with in your town, in relation to the aggregate lengths of time in which schools are kept; the different kinds of schools kept, and the qualifications of the teachers employed? Does your town choose a school committee each year? Do they organize as a committee, and do they visit and examine the schools, as required by law? Are school committee men paid for their services, and, if so, how much? Are teachers employed for the public schools, *without* being examined and approved; or *before* being examined and approved by the committee? Do parents in general exhibit any public interest in the character and progress of schools, by attending examinations or otherwise? Do the school committee select the kinds of books to be used in schools, or is it left to parents and teachers? Do the school committee cause books to be furnished, at the expense of the town, to such scholars as are destitute of those required? Is there a uniformity of books in the same school? Is any apparatus used in your schools? If so, in how many, and of what kinds is it? Have any teachers been employed who practise school keeping as a regular employment, or profession? If any, how many? Are they male or female?

Are scholars in your schools kept in spelling classes, from the time of their

earliest combination of letters, up to the time of their leaving school; or what is the course ordinarily pursued, in regard to teaching orthography, and how long is it continued? Are there defects in teaching scholars to read? This inquiry is not made in regard to the pronunciation of words and the modulation of the voice; but do the scholars fail to understand the meaning of the words they read? Do they fail to master the sense of the reading lessons? Is there a presence, in the minds of the scholars, when reading, of the ideas and feelings intended to be conveyed and excited by the author?

Is there in your town any Town, Social, or District School Library? If so, how many? What number of volumes do they contain, and what is their present value, as nearly as you can estimate it? What number of persons have a right of access to them? Are the books of which they consist adapted to the capacities of children and youth, and have they good intellectual and moral tendencies? Please be as particular as your convenience will allow respecting the character of the books.

Have you any Mechanics' Institute in your town, either with or without reading rooms? If any, what number of members belong to it? Have you Lyceums, Literary Societies, or Associations under any name, before which courses of Popular Lectures, on literary or scientific subjects, have been delivered within the year last past? If any, what number of persons have usually attended the lectures? What amount of money has been expended for Lectures within the last year? What is the probable amount of incidental expenses for Lecture rooms, fuel, lights, attendance, &c.? At what time were the above institutions established, and are they in a flourishing or declining condition?

How many schoolhouses are owned in your town, either by the town or school districts? How many schoolrooms are hired by the town or by districts? How many schoolhouses have been built in your town, since the beginning of the year 1838, to the present time? At what cost, including the price of land, and all fixtures and appurtenances? How many schoolhouses have been substantially repaired or remodelled during the same period? At what cost?

In how many of your Public Schools, (if in any,) are there regular exercises in vocal music?

On what basis is the money raised by your town apportioned or distributed among the school districts, and what is the lowest sum apportioned to any one district?

Please state how many schools have been broken up (if any) during the school year, and for what cause, — whether from incompetency of the teacher, insubordination of the scholars, or any other. Please state, in months, or in years and months, (as the case may be,) for what period of time your teachers have been engaged, respectively, in keeping school, and how many of them have taught, during the current year, for the first time.

How many of your schoolrooms have a black-board? How many have none? How many of your schoolrooms have outline maps? How many have none? How many of your schoolrooms have a globe? How many have none? What other apparatus is there in your schools?

QUESTIONS CONTAINED IN A CIRCULAR ADDRESSED TO MANUFACTURERS, RAILROAD CONTRACTORS, AGRICULTURISTS, &c. 1st. Have you had large numbers of persons in your employment or under your superintendence? If so, will you please to state how many? Within what period of time? In what department of business? Whether at different places? Whether natives or foreigners? 2d. Have you observed differences among the persons you have employed, growing out of differences in their education, *and independent of their natural abilities*; that is, whether, as a class, those who, from early life, have been accustomed to exercise their minds by reading and studying, have greater docility and quickness in applying themselves to work; and, after the simplest details are mastered, have they greater aptitude, dexterity, or ingenuity in comprehending ordinary processes, or in originating new ones? Do they more readily or frequently devise new modes by which the same amount of work can be better done, or by which more work can be done in the same time, or by which raw material or motive-power can be economized? In short, do you obtain more work and better work with less waste, from those who have received what, in Massachusetts, we call a good Common School education, or from those who have grown up in neglect and ignorance? Is there any difference in the earnings of these two classes, and consequently in their wages? 3d. What, within your knowledge, has been the effect of higher degrees of mental application and culture upon the domestic and social habits of persons in

your employment? Is this class more cleanly in their persons, their dress, and their households; and do they enjoy a greater immunity from those diseases which originate in a want of personal neatness and purity? Are they more exemplary in their deportment and conversation, devoting more time to intellectual pursuits or to the refining art of music, and spending their evenings and leisure hours more with their families, and less at places of resort for idle and dissipated men? Is a smaller portion of them addicted to intemperance? Are their houses kept in a superior condition? Does a more economical and judicious mode of living purchase greater comforts at the same expense, or equal comforts with less means? Are their families better brought up, more respectably dressed, more regularly attendant upon the school and the church; and do their children, when arrived at years of maturity, enter upon the active scenes of life with better prospects of success? 4th. In regard to standing and respectability among co-laborers, neighbors, and fellow-citizens generally, how do those who have enjoyed and improved the privilege of good Common Schools, compare with the neglected and the illiterate? Do the former exercise greater influence among their associates? Are they more often applied to for advice and counsel in cases of difficulty; or selected as umpires or arbitrators for the decision of minor controversies? Are higher and more intelligent circles for acquaintance open to them, from conversation and intercourse with which their own minds can be constantly improved? Are they more likely to rise from grade to grade in the scale of labor, until they enter departments where greater skill, judgment, and responsibility are required, and which, therefore, command a larger remuneration? Are they more likely to rise from the condition of employees, and to establish themselves in business on their own account? 5th. Have you observed any difference in the classes above named, (I speak of them as classes, for there will, of course, be individual exceptions,) in regard to punctuality and fidelity in the performance of duties? Which class is most regardful of the rights of others, and most intelligent and successful in securing their own? You will, of course, perceive that this question involves a more general one, viz., from which of the above described classes, have those who possess property, and who hope to transmit it to their children, most to fear from secret aggression, or from such public degeneracy as will loosen the bands of society, corrupt the testimony of witnesses, violate the sanctity of the juror's oath, and substitute, as a rule of right, the power of a numerical majority, for the unvarying principles of justice? 6th. Finally, in regard to those who possess the largest shares in the stock of worldly goods, could there, in your opinion, be any police so vigilant and effective, for the protection of all the rights of person, property, and character, as such a sound and comprehensive education and training as our system of Common Schools could be made to impart; and would not the payment of a sufficient tax to make such education and training universal be the cheapest means of self-protection and insurance? And in regard to that class which, from the accident of birth and parentage, are subjected to the privations and the temptations of poverty, would not such an education open to them new resources in habits of industry and economy, in increased skill, and in the awakening of inventive power, which would yield returns a thousand fold greater than can ever be hoped for, from the most successful clandestine deceptions, or open invasion of the property of others?

EXTRACT FROM A CIRCULAR ADDRESSED TO PHYSICIANS. From a retrospect of your extensive medical practice, and from your observations on health and longevity, I trust you will be able to arrive at, or at least to approximate, some pretty definite conclusion respecting the *proportion* of sickness, physical disability, and premature death, which may be fairly attributed to an ignorance of physiological principles, already discovered, and which most persons would avoid, if proper attention were paid to early education and habits. Or, in other words, — in the present state of the science of Physiology, how great a *proportion* of disease, of suffering, of a diminution of the physical capacity of usefulness, and of the abridgment of life, comes from sheer ignorance, (as contradistinguished from that which proceeds from causes not known, or from inordinate indulgences,) and which, therefore, we might hope to see averted, if the community had that degree of knowledge which is easily attainable by all.

By so doing, I think you will furnish a powerful argument in favor of making those conditions on which health and life depend, a subject of study, not only for adults, but especially for the young; — and, in order to reach the latter class as extensively as possible, you would prove the expediency of introducing the study of Physiology into our Common Schools, after the primary studies have been mastered.

148. The following is a copy of the permanent part of the blank Form of Inquiry, which was sent out the last school year.

INQUIRIES to be answered in respect to each Public School in the Town of _____ for the School Year _____									
Number or Name of each School.	Average attendance in the several _____				Number of Teachers in each School in _____		FEMALES.		
	In the Summer.	In the Winter.	In the Summer.	In the Winter.	Males.	Females.	Ant. of wages per month, including value of board.	Value of board per month.	Amount of wages per month, exclusive of board.
INQUIRIES to be answered in respect to the Public Schools, &c., in the Town of _____ for the School Year _____									
1. What amount of money is raised by taxes for the support of schools, including only Teachers' wages, board, and fuel? 2. Of what value are the board and fuel, (if any,) voluntarily contributed for the Public Schools in your town? 3. Are there any incorporated academies? If any, what number of months is each kept? What is the average number of scholars attending each? And what is the estimated amount of money paid for tuition therein?									
No. of Incorporated Academies.		No. of Months kept.		Average No. of Scholars.		Amount paid for Tuition.		Miscellaneous Remarks.	
4. Are there any unincorporated academies, private schools, or schools kept to prolong Common Schools? If any, what number of months is each kept? What is the average number of scholars attending each? And what is the amount of money paid for tuition therein?									
No. of Unincorporated Academies, Private Schools, and Schools kept, &c.		No. of Months kept.		Average No. of Scholars.		Amount paid for Tuition.		Miscellaneous Remarks.	
5. What number of persons are there in your town between the ages of four and sixteen years? 6. What number under the age of four years attend the Public Schools? 8. Are there any funds for the support of Common Schools? If any, what is their amount, and what their annual income? [Signed.]									
We, the School Committee of _____, do certify, from the best information we have been able to obtain, that, on the first day of May, in the year _____, there were belonging to said town the number of _____ persons between the ages of four and sixteen years; and we further certify, that said town has raised the sum of _____ dollars for the support of Common Schools for the current year.									
On this _____ day of _____, 18____, Before me,		personally appeared the above-named _____, Justice of the Peace.		School Committee of the Town of _____, and made oath that the above		School Committee.		School Committee.	

* The words "current year" mean the school year.

149. When these forms are sent out, they are called "Blank Forms of Inquiry;" when returned by the committees, they are called "Returns."

150. If, through accident or mistake, any committee should fail to receive a blank Form of Inquiry on or before the last day of March, it is their duty forthwith to give notice of such failure to the Secretary of the Commonwealth, who must then transmit such blank as soon as may be. St. 1846, ch. 223, § 3. This leaves committees without any excuse for not making their Returns within the period prescribed by law.

151. The committees, having received the Blanks, are to take the Registers which have been kept through the year, to collate and condense, (or transcribe, as the case may require,) the respective entries made therein, to answer all the inquiries which the blank contains, to make oath to a certificate of the number of persons between the ages of 4 and 16, within the town, on the first day of the preceding May, and of the amount of money which the town has raised by tax during the then current year, for the payment of the wages and board of teachers, and for providing fuel for the schools, to sign the same, by a majority at least of their members, and to return it to the office of the Secretary of State, on or before the last day of April. St. 1846, ch. 223, § 2.

In order to make the Return a valid one, it has recently been decided by the House of Representatives, (on the petition of the school committee of Boston, 1845,) that said Return must be signed by a majority of the committee. This decision might sometimes lead to hardship, in small towns, where the committee consists of only three or five, — as a majority of them may have died or removed, or be absent on a journey, or for some other reason be unable to make the required certificate. In the State of Maine, committees are authorized to fill vacancies, occurring on their own board. Such a provision would obviate this difficulty.

[To be continued.]

*** The next term of the Bridgewater State Normal School will commence on Wednesday, August 4.

✉ *All Communications, Newspapers, and Periodicals, for the Editor, to be addressed to West Newton, Mass.*

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